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ABSTRACT

Presented is the manual for asscciate instructors of workshops for training front-line staff in goal planning for develoPmentally disabled persons. Outlined are the eight responsibilities of the associate instructor (including contracting participants' supervisors to insure their support); workshop arrangements in such terms as group size, composition, and instructor qualifications; equipment and materials; possible group questions with instructor responses; and suggestions for dealing with hostile groups or participants. The remainder of the document provides a detailed breakdown of the activities for each of the five sessions. (SB)

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ASSOCIATE INSTRUCTOR'S MANUAL

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GOAL PLANNING WITH DEVELOPMENTALLY DISABLED PERSONS

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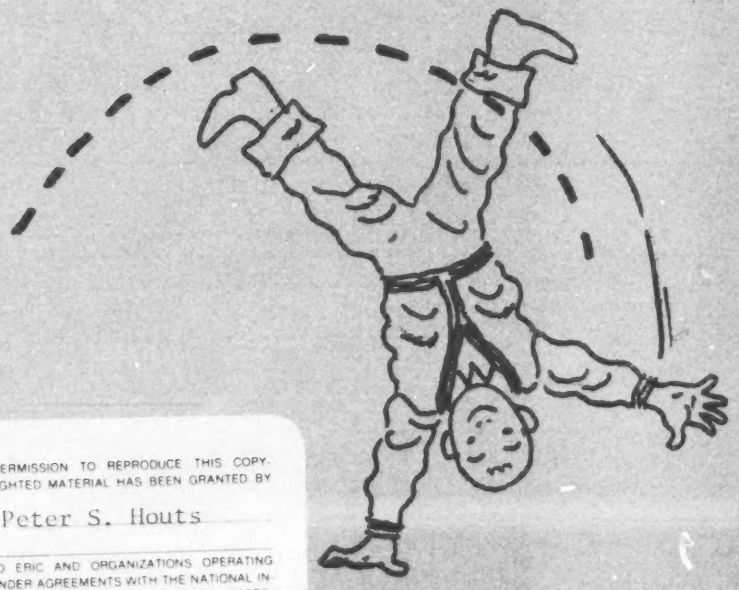

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GOAL PLANNING WITH DEVELOPMENTALLY DISABLED PERSONS
ASSOCIATE INSTRUCTOR'S MANUAL

As Associate Instructor, you will have eight responsibilities during the goal planning workshop:

1. You will get in touch with each participant before the first session begins and make sure that each participant understands what the workshop will involve. (See Arrangements for Workshop.)

2. You will contact supervisors of the participants to insure their support for the program. The following points should be understood by the supervisors:
    a. All students must attend all sessions (or else make them up). Substitutions are not allowed.
    b. Time during the work day must be allocated for homework assignments (interviewing clients and working on goal plans).
    c. Supervisors should encourage their staff to do goal planning. This includes showing interest in the plans developed during workshops.

3. You will operate the equipment and hand out materials as directed by the instructor on the audio tape.

4. You will organize group discussions, as directed by the instructor on the audio tape. This will include keeping time on group discussions, deciding who will work with whom, etc. These instructions are also included in this manual.

5. You will help give the group discussions a positive tone, encourage and support group members, and provide guidance and leadership. This will include making suggestions or giving ideas about methods, approaches or resources to use in doing goal planning.

6. You will be responsible for helping each participant work on his or her cases during the workshop. (This includes supervisory personnel and other people without specific case responsibilities. These people should arrange to take

on a case or work along with a front-line staff person. If they do work with another staff person, these people must understand that the responsibility and work involved must be equally shared.)

7. You will make arrangements with participants who have missed any of the regular sessions to cover the material that they missed. (See Arrangements for Workshop.)

8. You will work with participants after the workshop to help and encourage them to use goal planning in their day-to-day work.

As the instructor,who is physically present, your behavior will set the tone of the workshop sessions. You should encourage group members, rather than criticize them; you should be friendly rather than attacking, and you should be relaxed rather than tense. This will not always be easy since members of the group will make mistakes; they may be critical of the course (and, by implication, critical of you), and they may argue with you. Your attitude should be that you feel goal planning is worthwhile and you would like them to give it a fair trial to see if it would be of help to them. At the same time you should be firm in expecting participants to take the program seriously. If faced with intense criticism, you should tell participants that they should work with goal planning before judging it.

ARRANGEMENTS FOR WORKSHOP

1. SIZE: No more than eight people (plus yourself) should be in a workshop group. The group of eight allows everyone to participate in a two-hour session. Additional people will either decrease the participation of each member or lengthen the sessions - neither of which is desirable. On the other hand, we recommend that no fewer than four persons be in a group in order to have stimulation from different points of view. Preferably, try to have an even number since some of the discussions will be done in pairs. IT IS IMPORTANT THAT THESE GROUPS BE KEPT SMALL! Much of their value will come from the intimacy of a small group.

2. COMPOSITION: A heterogeneous group is very important. Goal planning is an interdisciplinary program and this is best taught by having interdisciplinary training. If the group is made up of staff from one unit or one agency, mix your disciplines, shifts, etc. If different units, parent groups, etc., are involved, this is fine. We have even run groups composed of persons from different organizations. We find that participants enjoy learning about other people's responsibilities and that this increases their interest in the workshop.

3. CONTACTING THE PARTICIPANTS: IT IS EXTREMELY IMPORTANT THAT THE ASSOCIATE INSTRUCTOR CONTACT EACH PARTICIPANT BEFORE THE WORKSHOP BEGINS. This will give the associate instructor a chance to explain the idea of the workshop, answer any questions that participants may have and generally encourage a positive feeling for the first session. An introductory brochure is available which explains the goal planning program. The associate instructor should give one of these to each participant and go through it with him.

4. SPACE: One room with ample chairs and a blackboard or easel should be selected. The blackboard or easel is necessary to provide space to write out goal plans that the whole group can see. Ideally, the chairs will have writing platforms or else be grouped around a table to allow individuals to write.

5. FREQUENCY: The ideal situation is one session per week. We recommend no more than two sessions per week. It is important to have time between sessions so that participants can work on the goal plans they developed in class. Two hours must be allowed for each session.

6. WORKSHOP ATTENDANCE: It is extremely important that participants learn and work with the material presented in each of the five workshop sessions. Therefore we strongly recommend that participants be allowed to miss no more than two of the regularly scheduled sessions and that all missed sessions be made up. Individuals should make arrangements with you to cover the material that they have missed. You should stress at the beginning how important it is that participants attend all regular sessions. Running make-up sessions can create a lot of extra work for you. One way to put pressure on the group for attendance is to have group members assume responsibility for conducting make-up sessions for those who have missed. It is also important that participants are present for the full two hours of each session. You should be very firm about not being interrupted. Don't let people be called out of the group for calls, visitors, etc.

7. REFRESHMENTS: We have found that coffee and possibly other refreshments contribute to a pleasant, relaxed atmosphere.

8. WHO SHOULD BE AN ASSOCIATE INSTRUCTOR:

   A. It is essential that an individual complete the workshop series as a member of a group before taking on the responsibilities of an associate instructor.

   B. Prerequisites for an associate instructor that we have found important include:
      1. Relaxed and friendly personality.
      2. Ability to work well with other people.
      3. Several years experience working with clients.
      4. Experience in using goal planning with clients.

   C. The associate instructor must be able to complete all five sessions with a workshop group. Instructors should not be switched in mid stream. (NOTE: The associate instructor should not work with more than two groups at any one time.)

9. TRAINING ALL STAFF ON A UNIT: When all staff on a unit are to be trained, we find it best to have all staff complete session one before going on to session two, etc. Also, we recommend training supervisory staff first so that they can support the program from the beginning.

10. OBSERVERS: NO outside observers should be allowed to "sit in" on sessions. This will seriously inhibit spontaneity in the group. All persons in the group must be participants.

EQUIPMENT AND MATERIALS

1. To lead the groups, you will need the audio tape and a cassette tape recorder. For each participant in the group, you will need a workbook and certificate. It is strongly recommended that you go through each session before you meet with your group. You can then practice handling the materials and following instructions from the audio tape.

2. A chalkboard or easel is essential since you will need a place for writing strength/need lists and goal plans which the whole group can see.

3. An 8 minute 16mm film entitled, "Taking a Small Giant Step" is available and can be shown before Session one or during or after the workshop series. The film relates the goal planning experience of a staff person at White Haven State School and Hospital. A goal planning program for a resident at White Haven is shown and some of the advantages of goal planning are discussed. The best response to the film has been when it is shown after Session one. Participants then have an idea of what goal planning is about and the film shows the principles in action.

QUESTIONS AND COMMENTS YOU MAY HEAR FROM GROUP MEMBERS

1. Participants may complain about their jobs, how treatment programs are carried out, or how much credit they are given in a situation.

   RESPONSE: Be sympathetic and, where appropriate, point out where goal planning can help. However, avoid lengthy discussions of these problems since the workshops are not intended to be gripe sessions.

2. "How do we know this is any good?"

   RESPONSE: Goal planning has worked for me. You will have to try it before you can judge it. In general, the effectiveness of goal planning depends on the attitudes of the people doing it. If people are committed to it, goal planning can help a great deal.

3. "We're doing this already!"

   RESPONSE: If you are using all the basic elements of goal planning (and go over the four points), that's great, but you can't omit any of them. If you don't involve the client from the beginning or if you don't use clear language or have target dates, etc., goal planning won't be effective. Also, it is very important to write out goal plans. This gives you a permanent record of what the client has accomplished and helps in communicating with the other people involved in the plan.

4. "I don't have time to write all the goal plans I need."

   RESPONSE: You can start with one or two goals. You don't have to do everything at once. In other words, we should set reasonable goals for ourselves and let goal planning grow gradually.

5. "Oh, no; not MORE paperwork!"

   RESPONSE: Existing forms can often be adapted for goal planning and very little additional paperwork is then required. Since goal planning is interdisciplinary, it can reduce duplication across disciplines and thereby simplify paperwork. Above all goal planning can make paperwork into meaningful work.

6. "Can you include 'feeling' goals?"

   RESPONSE: Yes you can. Ask yourself how the client would show that his feelings have changed. Perhaps he "stops complaining to you" or he "accepts your suggestions and follows through on them." Then write your goal this way. Of course, we realize that in some situations you can't be this specific because you just don't know exactly what the client will do when his feelings have changed. In these instances, give an example of something that would indicate accomplishing the goal.

7. "How can you involve a client, when he can't understand a complicated goal plan?"

   RESPONSE: There are at least three things you can do to involve clients in goal planning (these are discussed in Session two). You can give the client some choice within the goal plan (for instance, if the goal is that he puts on his shirt in the morning, you could let him choose which shirt he wants to wear). You can include the client's likes and wants in the plan (if he especially likes music, you could set up a goal around music or use music as a reward for learning a new skill or play music while you are working on a goal with him). And third, you can always make the effort to explain the plan to the client. Even if he doesn't seem to understand, take the time to explain the plan to him. Each client deserves the courtesy of having his program explained to him.

8. "Should we write multiple goals for each client from the beginning?"

   RESPONSE: It is often best to begin with one goal per client. When this is accomplished, you may want to move on to multiple goals for each client. However, as individuals who know the clients, you are the best judges of the number of goals to start with.

SUGGESTIONS FOR HOW TO DEAL WITH HOSTILE GROUPS OR PARTICIPANTS

Occasionally you may face a hostile group or a few hostile individuals in a group. Our experience has been that these people can become positive toward goal planning if worked with properly. The following are strategies that we have found helpful.

1. Do not try to defend goal planning and do not argue with the hostile people. Instead explain that they can only judge goal planning after they have tried it. Therefore, they should hold their criticisms until they have completed the program and have had first hand experience with goal plans.

2. Emphasize that goal planning focuses on staff's strengths as well as clients' strengths. Goal planning is a way to give staff recognition for their positive accomplishments. In Session one, you may want to spend additional time on the personal strengths exercise where participants share their strengths with each other. Encourage group members to say what they admire and like about each other. This exercise, more than anything else, has been helpful in turning a group around in their attitudes toward goal planning.

3. If one group member persists in being negative and is interfering with others' learning, you may have to confront him outside of the group. You can point out that he should give goal planning a try before he can adequately judge it. You can explain that he is interfering with the learning of others and that he should therefore become more cooperative or else leave the group. Our experience has been that most people when so confronted, will stay with the group and become cooperative.

SESSION I

Before this session, you should:

1. Meet with each participant and explain the program to him. Give him a copy of the introductory brochure.
2. Review the tape of the first session and this manual to be clear on what you are to do.
3. Be sure you have enough copies of the workbook to be handed out.
4. Make sure that your materials include the "Goal Planning Certificates of Achievement." You should keep these certificates until the end of the fifth session. At that time you will sign them and give them to the group members.
5. Have a sign-in sheet at the entrance to the workshop room.

Welcome each participant as he enters the room and introduce yourself. It's recommended that participants "sign-in" for each of the five sessions so have a sign-in sheet as they enter the room. Workbooks should be given out as people come in so they can look through the book before the session begins.

When your group members are all there, go around the group and have everyone introduce themselves and describe their work responsibilities. (If your group members don't know one another, go around the group a second time and see how many of the first names each group member can remember!) After this introduction, you should start the tape recorder.

First Break - The participants should read pages 8 through 37 in the workbook. Don't hesitate to have someone read these pages (or any other reading assignments) out loud to the group if you think participants will learn better this way. When they are finished, start the audio tape again.

Second Break - The participants should go around the group and 1) discuss personal strengths they use in their work and 2) explain how they are using goal planning ideas now. The group may need your help getting started, so you should be the first volunteer for this exercise. Give them one example of something you are particularly good at doing such as"listening to others"or"seeing the humorous side of things"and one example of something you particularly enjoy on your job such as"working with older clients." If group members know one another, supplement this exercise by having each member give a personal strength of the person on his immediate right (or left). Encourage other group members to join in with additional strengths that they see in each other. Allow about 20 minutes for this section. When you are finished, start the audio tape.

Third Break - Participants read pages 41 through 48 in their workbooks. When everyone has finished reading, start the audio tape again.

Fourth Break - Each group member completes the clear language exercise on page 49. After everyone has completed all of the exercises, ask one of the participants to give his answer to question number three. Ask other members of the group if they have any comments or any other examples they would like to share. Then ask the person next to the one who answered number 3, to answer number 4 followed by comments and other examples from the group and so on until all of the questions are covered. If a person gives a vague answer, you should not correct him yourself but, rather, ask the group if they have any comments. If the group doesn't respond, ask if they would know exactly what that meant if they read it in a chart. As much as possible, have the group members criticize each other. You should be as supportive as possible. You can make comments such as, "that was a good try" or "we know what we mean when we use terms like that, but other people, who don't know that client, have difficulty understanding that."

Stress the idea of stating goals positively and explain how this helps them to work positively with clients. It is important to use phrase goals positively because:

1) This gives the client attention for positive rather than negative behavior,

2) it tends to emphasize reward strategies to support positive behavior rather than punishment strategies to stop negative behavior,

3) it focuses on positive accomplishments rather than crises and problems.

After you have finished the exercise, start the audio tape again.

Fifth Break - First, briefly discuss the goal plan form which you will be using. If you are using a form other than the form found in the workbook on page 57, make sure that all of the requirements of the form are clear to the group before they begin to write their first goal plan. (One possible addition to consider for the form you use is the designation of a place for the client's signature and staff signatures. This provides a contract by both client and staff and is a good way to indicate client involvement.) Be sure that everyone understands the exercise and answer any questions they may have. After everyone has written a goal plan, go around the group and have each person read his plan and get comments from the group. Reinforce the idea that there are many ways of writing a plan using small steps. What is important is to be sure 1) that the steps are small enough for the client and 2) that the language is clear. When the group has finished discussing their plans, begin the audio tape again.

End of Session - Ask for a volunteer to present a case at the next session. Emphasize that this should not be a difficult client, it is usually best to choose one of your best, or most cooperative clients for this interview. After you have a volunteer, you should tell him what his responsibilities for the next session will be. The volunteer will be expected to do the following:

Before the next session

Meet with the client to prepare him for the session. Explain what will happen during the presentation (including the development of the strength/need list) and get the client's agreement to participate.

During the next session

1. Give the client's background and present situation to the rest of the group so that they get a feel for the person.
2. Help the group develop a strength/need list with the client.
3. Work with the group in developing a goal plan with the client.

IT IS IMPORTANT HERE TO STRESS TO THE VOLUNTEER THAT THE PERSON PRESENTED SHOULD WILLINGLY AGREE TO PARTICIPATE IN THE GOAL PLANNING AND INTERVIEW. He should not feel like a "guinea pig." The way that this person is involved in goal planning will set the tone for later sessions. It is therefore essential that a humane, considerate attitude be stressed in selecting and working with him. The client can be present for all of Session two or brought in just for part of the session - you should use your own judgement here.

As Associate Instructor, you will actually lead the interview with the client. You will guide the group through the four steps outlined on pages 66 and 67 of the workbook. The volunteer's participation is important, but your role will be critical in illustrating the process of goal planning. The presentation should be planned with the volunteer between sessions.

SESSION II

Before this session, you should:

1. Review the tape of the Second Session and this manual to be clear on what you are to do.
2. Meet with the person who is presenting the case and review what will be done with him.
3. Have a sign-up sheet at the door.

Welcome participants as they enter and have them sign the sign-up sheet. After everyone is present, ask them if they have any thoughts or reactions to the last session. Be supportive of their reactions, even if they are critical. If comments are strongly negative, just ask them to reserve some of their judgements until they have completed the five sessions. It's been our experience that you have to work with goal planning before you can properly evaluate it. When people have finished with their comments, start the tape recorder.

First Break - Go around the group and have different volunteers explain what the goal planning rules mean to them. After each explanation ask for additions from other members of the group. Be supportive of all explanations. However, you should also be sure that all the important points are covered correctly. You can use pages 11-17 of your workbook to guide the discussion.

Second Break - Go over the instructions again to be sure they are clear. Read the example at the top of page 65 to the group and see if there are any additional questions. Remind the group that they don't have to write a whole goal plan. When everyone is finished writing, go around the group and have each person discuss his approach and the strengths he has used. You should comment positively on the approaches that people have taken. Be sure to recognize the number of strengths that they have been able

to use in the plan. Emphasize the idea that using strengths can help you come up with new approaches in working with clients. When the discussion is finished, start the audio tape again.

Third Break - You will guide the client and the group members through the four steps outlined on pages 66 and 67 of the workbook. Make sure that the client is introduced to all the group members and try to help him feel relaxed during the session. Involve the client in as much of the goal planning process as possible - that is in developing the strength-need lists, selecting a need area, choosing an approach and writing the goal plan.

After the volunteer has reviewed the client's background, use the blackboard or easel to develop the strength/need list. (Remember that if clients are approached first about their strengths, they will be a lot more receptive to talking about their needs.) The strength list is usually much longer than the need list and you should point this out to the client. Continue to use the blackboard for the list of approaches and the small steps of the goal plan. When you develop your approach list be sure that you review each strength on the strength list to see how it could be used in the plan. As you are working on the small steps, remind the group that you want the client to experience success, so it is better to go slowly than too fast. After you and the group have worked out the wording of the goal plan on the board, have the members copy the plan onto the form on page 69 or onto their own form. When the client's help is no longer required, thank the individual for attending the session and cooperating with the group. As soon as everyone has finished copying the plan, start the audio tape.

End of Session - Go over the homework assignment with the group to be sure that it is clear. Stress that group members choose a reasonable situation where they think they can set some goals. Remind them that session four will be devoted exclusively to working on their difficult situations.

Be sure that help is available for participants as they do this assignment. Either you should be available to meet with them individually between sessions or some other person experienced in goal planning should be available. You may want to schedule meetings with some participants if you think they will definitely need help. You may also want to suggest that some participants work in pairs. If you do this, try to pair weaker people with stronger people and insist that both members of the pair develop a plan. It is important that each person have the experience of developing and working on his own plan.

IMPORTANT - The homework assignment as it now stands asks each group member to develop a strength/need list, choose a need, make a list of approaches and choose an approach for a plan. However, the group members are not required to write out the goal plan. You may alter this assignment if you feel your group should do more or less than is assigned.

Group should do less than is assigned. If you feel that your students cannot handle this large an assignment, you may limit it to just developing a strength/need list. Our experience is that everyone can at least make a start on these lists. Your students can then do the remaining parts of the homework assignment in pairs during session three. You will have to allow more time for working in pairs - 45 minutes per plan instead of 30. This will also mean that the group discussion time at the end of the session will be shortened. You should make sure that each person has an opportunity to briefly explain his plan to the group in the time remaining. Apart from these time changes, no other changes will be necessary in session three.

Group should do more than is assigned. We find that writing the plan is a stumbling block for many people. We therefore made the writing of the plan a part of session three where the instructor can provide support and where students can help each other. However, if your students are comfortable writing or if you can provide sufficient

support between sessions, we recommend that students do the writing as homework. In order to insure sufficient support between sessions:

a) You or another experienced person must be available to give as much help as is needed.

b) The students' work supervisors must allow them time away from their other duties to write out the plan. You will have to take responsibility for arranging this.

Writing the goal plan as homework allows the students to practice the complete goal planning process in their work setting. They also come to session three better prepared to discuss the goal planning process and more aware of what goal planning can do. Our experience is that students become involved and enthusiastic when they have worked out a complete goal plan out-of-class.

SESSION III

Before this session, you should:

1) Review the tape of the Third Session and this manual to be clear on what you are to do.

2) Have a sign-in sheet at the door.

Welcome each participant as he enters the room and have him sign the sign-in sheet. After everyone is present, ask if they have any thoughts or reactions to goal planning. As before, be supportive of their comments. When the group is finished, start the tape recorder.

First Break - Have the group member who presented the case at the last session, give a progress report on the goal plan. He should use the questions on page 72 of the workbook as a guide. Then start the audio tape.

Second Break - Go over the instructions with the group to make sure they are clear. Then break the group into pairs. Pair the weaker members with the stronger members. Also take into consideration their ability to work together. The pairing is your responsibility and should not be left up to the group. If there is an extra person, you should work with him or her for the first thirty minutes. The pairs should begin by having one member present his case to the other member. They should work on this problem for thirty minutes and try to have a goal plan written by the end of that time. (The form for writing the goal plan is on page 79 or you can use your agency's form.) When thirty minutes are up, tell the groups to switch and have the other member present his case. Your responsibility during this time is to circulate among the pairs and offer your help. Be supportive of what the participants have done and encourage them to ask any questions they may have. If you find group members who were unable to complete the homework

assignment, spend some time helping them to catch up. Stress to these people that they are responsible for completing this goal plan and working on it outside of the sessions. This is the only place in the workshop where each person is asked to do this and it is a workshop requirement. If there are any group members who finish early, have them put their strength/need lists on the blackboard. This will save time in the individual presentations and will help the group keep the strengths in mind as the presentations are made.

When the second half hour is up, have each person read his goal plan to the group. Follow the guidelines found on page 75 of the workbook. Your responsibility will be to lead group discussion for each plan. As plans are presented, you should stress how the strengths were used - or make constructive suggestions about how students could make more use of them. Remember to be supportive and to encourage group members to comment on each others' goal plans. Remind the members that all goal plans are tentative until they involve the clients. Allow up to 5 minutes to discuss each plan. (This doesn't give you time for elaborate discussion, but it does let members share their plans with the group. Most of the discussion of the plans should occur in the pairs.)

If your group members have completed their goal plans before class, there are several changes you should make in the session. Students should still be paired but they will be spending their time reviewing, adjusting and improving each others' plans. Have them use page 75 in the workbook instead of page 74 as a guide for this discussion. When they have finished reviewing, they should exchange goal plans within their pairs and review the other person's plan to be sure that it is clear. They should ask themselves: "if I was assigned to work with this client, could I pick up this plan and know what to do?" Since the plan has already been written, the amount of time spent in pairs can usually be shortened. Fifteen

to twenty minutes per person should be adequate. You can use the remaining time in the session for individual presentations to the group. When the presentations are completed, begin the tape again.

End of Session - Go over the homework assignment with the group to be sure that it is clear. Don't select more than two clients to work with at the next session. Remind the group members who are preparing the strength/need lists to write their lists on page 90 of the workbook. Remind everyone to be prepared to give progress reports for the goals set in sessions two and three at the beginning of the next session. Review the time and the date for the next session.

SESSION IV

Before this session, you should:

1. Review the tape of the Fourth Session and this manual to be clear on what you are to do.
2. Have a sign-in sheet at the door.

Welcome each participant as he enters the room and have him sign the sign-in sheet. When everyone is present, start the tape recorder. If there is an urge to discuss something before beginning, that is all right, but you needn't invite discussion now.

First Break - Go around the group and have each member give a progress report for the goal plan he wrote in session three. Include a report on the goal plan set up in session two. A guide for these reports can be found on page 82 of the workbook. When everyone has given a report, start the audio tape.

Second Break - Go around the group and see how many different strengths people can give for each situation on page 83. Encourage group members' comments and make your comments as supportive as possible. Emphasize that even in the most frustrating problem situations, at least some strengths (things that the person can do or likes to do) can be found. After the discussion, begin the audio tape again.

Third Break - Have the group members read (or read with them) pages 86-89. When everyone has finished reading, start the audio tape.

Fourth Break - Go over the instructions with the group to be sure that they are clear.* Use the blackboard for the case and have the

* Some workbooks have been printed with a typographical error on page 91. The bottom paragraph should read: "FOURTH: Write out your tentative goal plan on page 93" not 71 as printed in some copies.

group members copy the material into the appropriate spaces on pages 90-93. If you're working on two cases, provide paper for group members to use for the second case.

As Associate Instructor, you will guide and support the discussion of each case. Your ability to suggest approaches, methods or resources will be important here. Keep the discussion focused on ways to use the strengths of the client. Use the strategies for working with difficult clients on pages 86-89. Emphasize to the group that you are not going to solve all of the client's problems; however, you can make progress if your steps are small enough. Remind the group that there is always some small step that an individual can take. Ten minutes before the end of the session you should begin the tape again.

End of Session - Go over the homework assignment with the group to be sure that it is clear. Review the time and date of the next session. Tell the participants to be prepared to give progress reports for the goals set in session two, three and four.

SESSION V

Before this session, you should:

1. Review the tape of the Fifth Session and this manual to be clear on what you are to do.
2. Be sure you have the certificates to hand out.
3. Have a sign-in sheet at the door.

Welcome each participant as he enters the room and have him sign the sign-in sheet. Ask if there are comments or questions. Your role, as usual, is supportive of group members and non-defensive about goal planning. After this discussion, start the tape recorder.

First Break - Have each group member answer the questions on page 96. Be supportive of the effort people have put into their goal plans and the progress they have made. Encourage the group to make suggestions about problems people have encountered and offer any suggestions you may have. When group members discuss what the four goal planning rules have meant to them, you should comment on the changes you have noticed in the group members during the sessions. Point out to each group member any differences you have seen in his approach to clients. Stress the ideas you have seen the person make use of and the individual's accomplishments in the workshops. Above all encourage the group members by recognizing the positive things they are doing. When this discussion is completed, start the audio tape again.

Second Break - If group members are parents or individuals who will use goal planning on their own, they should discuss how they are going to do goal planning after the training is completed. In order to continue to do goal planning effectively, these people should make it a part of their daily routines and should have support for their efforts from other people. You should suggest that perhaps members of the training group can continue to meet to support each other. Suggest also that family members or agency personnel become

involved in goal planning. You should encourage group members to get this kind of support for their goal planning efforts.

If you are training other staff from your agency or facility, it will be your responsibility to explain how their facility will use goal planning. You should encourage each group member to speak freely about any problems he sees, but keep the focus of this discussion on suggestions to deal with these problems. Offer your own suggestions and urge other group members to contribute. Emphasize that you will be glad to pass on these ideas to supervisory and administrative staff and that the ideas will be considered seriously. It's important that participants understand that their input is valued in decision making. Following this discussion, start the audio tape again.

Third Break - Have each member fill out the evaluation on page 101. When the forms have been completed, you should collect them and start the audio tape again. (After you have read the evaluations, we would very much appreciate your sending them to: Dr. Peter S. Houts, Department of Behavioral Science, The Pennsylvania State University, College of Medicine, Hershey, Pennsylvania 17033.)

End of Workshop - Sign and pass out the "Goal Planning Certificates of Achievement." You may want to invite administrators or other supervisory personnel to hand out the certificates. Offer congratulations and make any positive comments you can about the group's performance. Offer to be of help with any problems they have in using goal planning. Commit yourself to check with each participant a week or two after the workshop to see how his or her goal planning is going.